



GLENDALÉ UNION HIGH SCHOOL DISTRICT TEACHER PERFORMANCE EVALUATION INSTRUMENT

Teacher's Name: _____ School: _____ Evaluator: _____

Date: _____ Assignment: _____

Number of years teacher has been in this assignment: Observation dates: _____

Number of years teacher has been teaching: _____

Evaluation Model:

The teacher and administrator will collaborate within this performance evaluation system. Data from a variety of sources including, but not limited to, student achievement, content team collaboration, classroom observation and teacher-produced instructional material will be used in determining the summative ratings within each category. A formative evaluation conference will be held by the end of first semester. A summative evaluation conference will be held prior to May 1, and the final written evaluation will be completed within five school days.

Teachers will be evaluated based on how effectively they demonstrate performance on four proficiency standards. For each standard, the evaluator will provide specific comments on strengths and development areas and a rating. Progress toward meeting performance targets will also be documented. As part of the evaluation process, the evaluator will assist in providing direction for the teacher's personal professional development plan.

Effective professional growth is a continual process. As new strategies and techniques are developed, professional teachers, even while maintaining commendable practice, strive to find areas in which to distinguish themselves. Therefore, in one's career there is a natural movement through the categories. In order to expand professional practices, teachers must find areas to improve. Consequently, the higher levels are set to function as career goals – inspiring professional growth rather than establishing set requirements. The real goal is to find areas of refinement where the master teacher can move towards distinction.

GUHSD Teacher Performance Evaluation

Rating Scale:

The evaluation uses the following rating scale: Distinguished, Highly Effective, Effective, Developing, and Ineffective. Four points are awarded for each Distinguished rating, 3 points for Highly Effective, 2 points for Effective, 1 point for Developing and 0 points for Ineffective. Points awarded for each indicator within a standard will be added together and averaged to determine the rating for the standard. The teacher performance evaluation rubric is used to assess the individual's performance on each of four standards. Early in a teacher's career it is understood that he/she may be rated developing on multiple standards with progress toward Effective to be expected. The expectation is that all teachers will strive to become highly effective or distinguished on all standards over time. Distinguished ratings should be reserved for truly outstanding performance at the level of role model.

Distinguished: The teacher at this level of performance is a master teacher. He/She is an integral part of his/her department, campus and school community. This teacher assumes responsibility for leadership duties and has a high level of positive visibility. The teacher continually strives to remain current with educational research and willingly initiates innovative practices. Above all, his/her classroom operates at a qualitatively different level consisting of a community of learners with students highly motivated and engaged and assuming considerable responsibility for their own learning.	Highly Effective: The teacher has mastered the concepts and implements them consistently and flexibly with a high degree of skill. The teacher can transfer this high level of performance to any changes in assignment or duty.	Effective: The teacher clearly understands the concepts underlying the areas and is able to implement each consistently.	Developing: The teacher can articulate the concepts in each of the areas. Implementation is sporadic, intermittent, and not entirely successful. Some growth is evident in some of the components of each area. Standards/indicators noted as developing will be the focal point for continued improvement.	Ineffective: The teacher cannot yet identify or articulate the fundamental practices associated with each area. Teacher practices may raise questions as to the safety and/or well-being of their students. Teacher does not show consistent growth toward achieving basic levels of performance in one or more of the performance areas associated with each area. Standards/indicators noted as ineffective will be the focal point for continued improvement. Any standard or indicator rated ineffective will require a written plan of improvement from the teacher.
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GUHSD Teacher Performance Evaluation

STANDARD I – Planning and Preparation:

Data Sources: Administrator observation of PLC meeting, classroom observation, year long curriculum plan, formative assessment, common formative assessment, task analysis.

- ***Creates instruction to align with curriculum.***

- Develops a year-long plan for meeting mandated assessments.
- Knows what level students must perform on mandated assessments.
- Utilizes existing resources and creates own materials.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Creates assessments to align with curriculum.***

- Assessments are aligned to state standards and course outcomes.
- Assessments match the level of cognition of instruction.
- Assessment criteria is clearly established.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Creates a task analysis.***

- Utilizes a task analysis process to align instruction to unit, course, and program outcomes.
- Includes all essential components of a task analysis.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Creates an instructional plan to incorporate different learning styles.***

- Plans for a variety of instructional strategies to incorporate different learning styles.
- Adapts materials to accommodate students with special needs.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

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RATING: I. Planning and Preparation. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Total points ____ / 4 = ____ average score.

Distinguished (4) <input type="text"/>	Highly Effective (3) <input type="text"/>	Effective (2) <input type="text"/>	Developing (1) <input type="text"/>	Ineffective (0) <input type="text"/>
Range: (3.5-4.0)	(2.5-3.4)	(1.5-2.4)	(.5-1.4)	(0-.4)

REVIEWER OBSERVATIONS AND EVIDENCE: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

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STANDARD II – Creating a Positive Classroom Environment:

Data Sources: Classroom observation, classroom rules, district and/or teacher generated grading rubric.

- ***Establishes classroom procedures to ensure a safe and orderly classroom environment.***
 - Implements effective procedures to maximize learning time and ensure classroom safety.
 - Rehearses and reinforces established procedures consistently.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Sets and maintains high standards for student behavior.***
 - Communicates appropriate rules and standards of behavior for students.
 - Holds all students accountable for established standards of behavior.
 - Utilizes appropriate consequences when necessary.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Facilitates positive interaction.***
 - Interacts with students professionally and respectfully.
 - Fosters mutual respect between students in the classroom.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Sets high expectations for student achievement.***
 - Expects quality work from students.
 - Uses teacher or district-generated rubrics to set standards for performance.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

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RATING: II. Creating a Positive Classroom Environment. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Total points ____ / 4 = ____ average score.

Distinguished (4) <input type="text"/>	Highly Effective (3) <input type="text"/>	Effective (2) <input type="text"/>	Developing (1) <input type="text"/>	Ineffective (0) <input type="text"/>
Range: (3.5-4.0)	(2.5-3.4)	(1.5-2.4)	(.5-1.4)	(0-.4)

REVIEWER OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

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STANDARD III – Instructional Skills:

Data Sources: Classroom observation, sample lesson plan post observation conversation.

- ***Articulates lesson objective and teaches to the objective.***

- Writes appropriate lesson objectives.
- Aligns all teacher actions to the objective.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Utilizes elements of motivation.***

- Utilizes the elements of motivation to increase academic success.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Promotes retention of content.***

- Applies elements of retention including modeling, practice, visual cues, connections to prior knowledge, and establishing relevance.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Promotes active participation to improve student learning.***

- Engages students in appropriate activities that are aligned to the objective.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Provides high-quality, timely, constructive, and specific feedback to students.***

- Provides feedback that is timely, ongoing, accurate and substantive.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Monitors and adjusts lessons.***

- Uses data to determine students' understanding.
- Makes instructional adjustments as needed.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

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- ***Reflects and analyzes instruction.***
 - Makes accurate assessment of lesson's effectiveness based on specific evidence.
 - Makes needed changes to increase student performance.

Distinguished (4) Highly Effective (3) Effective (2) Developing (1) Ineffective (0)

RATING: III. Instructional Skills. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Total points ____ / 7 = ____ average score.

Distinguished (4) **Highly Effective (3)** **Effective (2)** **Developing (1)** **Ineffective (0)**
Range: (3.5-4.0) (2.5-3.4) (1.5-2.4) (.5-1.4) (0-.4)

REVIEWER OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

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STANDARD IV – Meeting Professional Responsibilities:

Data Sources: Grade book, sample parent communication document, attendance office feedback, parent communication log, administrator observation, workshop participation log, personal professional development plan, district office feedback, transcript of graduate coursework.

- ***Maintains accurate records.***

- Maintains and updates accurate grades regularly.
- Maintains accurate non-instructional records.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Communicates with parents.***

- Communicates with parents to ensure student success.
- Communicates in a timely and appropriate manner.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Contributes to school and district programs.***

- Participates fully and meaningfully.
- Seeks some active roles.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Provides appropriate student advocacy.***

- Collaborates effectively with school personnel in providing services to students.
- Demonstrates inclusionary practices in the classroom.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Implements professional development and pursues professional growth.***

- Participates actively in professional growth activities.
- Adjusts practices as a result of professional development.
- Develops a meaningful professional growth plan.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

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- ***Participates professionally in meetings.***

- Attends all meetings prepared and on time.
- Contributes positively.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

- ***Maintains appropriate professionalism standards.***

- Adheres to professional appearance guidelines.
- Maintains appropriate punctuality and attendance.
- Demonstrates appropriate professional judgment.
- Submits paperwork and communicates in a timely manner.

Distinguished (4) ☐ Highly Effective (3) ☐ Effective (2) ☐ Developing (1) ☐ Ineffective (0) ☐

RATING: IV. Meeting Professional Responsibilities. (Score should reflect the overall assessment of performance of this standard, taking into account the majority of ratings on each sub-element in the rubric.)

Total points ____ / 7 = ____ average score.

Distinguished (4) ☐ **Highly Effective** (3) ☐ **Effective** (2) ☐ **Developing** (1) ☐ **Ineffective** (0) ☐
Range: (3.5-4.0) (2.5-3.4) (1.5-2.4) (.5-1.4) (0-.4)

REVIEWER OBSERVATIONS: (Provide specific examples and evidence in assessing strengths and development areas.)

Observed Strengths:

Observed Development Needs:

GLENDALE UNION HIGH SCHOOL DISTRICT**TEACHER PERFORMANCE EVALUATION INSTRUMENT**

Teacher's Name: _____ School: _____ Evaluator: _____

Date: _____ Assignment: _____

Number of years teacher has been in this assignment: Observation dates: _____Number of years teacher has been teaching: _____**SUMMARY RATING SHEET: LEADERSHIP STANDARDS****STANDARD I: Planning and Preparation.**Distinguished (23) Highly Effective (20) Effective (13) Developing (7) Ineffective (0) **STANDARD II: Creating a Positive Classroom Environment.**Distinguished (15) Highly Effective (13) Effective (9) Developing (4) Ineffective (0) **STANDARD III: Instructional Skills.**Distinguished (23) Highly Effective (20) Effective (13) Developing (7) Ineffective (0) **STANDARD IV: Meeting Professional Responsibilities.**Distinguished (15) Highly Effective (13) Effective (9) Developing (4) Ineffective (0) **SUB TOTAL:** _____ / **66 instrument** (66 maximum points possible)+ _____ / **34 data****TOTAL:** _____ / **100**

____ Distinguished (90 - 100) ____ Highly Effective (80 - 89) ____ Effective (65 - 79) ____ Developing (40 - 64) ____ Ineffective (0 - 39)

I have read and received a copy of this document.

SIGNATURES: Teacher _____

Administrator _____

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Teacher Development Plan:

List this individual's top strengths and priority development need. Identify recommended professional development activities or specific steps to support ongoing development and desired outcome.

Strengths:

Priority Development Need: (Identify target outcome, timing and recommended support requirements.)

Evaluator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

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Teacher's Comments: (Optional, can be in response to any part of the review.)